**Lab Report Rubric**

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| **Category** | **Exemplary 4** | **Proficient 3** | **Developing 2** | **Emerging 1** | **No Evidence 0** |
| **Experimental Design (30%)** | Experiment is well thought out and affectively tests the question. Hypothesis, materials and process are written in detail with scientific language. Student has gone above and beyond to include both relevant and additional information in a way that enhances understanding of the experiment for the reader. | Experiment affectively tests the question. Hypothesis, materials and process are complete and thorough. Student includes all relevant information to allow understanding of the experiment for the reader. | Experiment is related to the question. Hypothesis, materials and process are present but incomplete. Student includes just enough information for the reader to understand the experiment. | Experiment and question are not related. Student is missing parts of hypothesis, materials and process. There is not enough information for the reader to understand the experiment. | There is no effort to design an experiment. |
| **Data Collection and Presentation (30%)** | Data is collected in a reliable, scientific manner and is relevant to the experiment. All data is presented in professional looking and accurate tables and/or graphs. Graphs and tables are labeled and titled. | Data is collected throughout the experiment and is relevant. All data is presented in tables and/or graphs. Graphs and tables are labeled and titled. | Data is collected but shows lack of detail or relevance. Most of the data is presented in tables and/or graphs. Graphs and tables are somewhat clear. | Very little data is collected and shows lack of detail or relevance. Data is not presented in clear tables and/or graphs. | There is no evidence of data being collected or presented. |
| **Analysis/Conclusion (30%)** | The relationship between the variables is discussed in depth and trends/patterns are logically analyzed. Predictions are made about what might happen if part of the lab were changed or how the experimental design could be changed. | The relationship between variables is discussed and trends/patterns are addressed. Student explains what could be changed to make the experimental design more reliable. | The outcome of the variables is discussed and some connections are addressed. Student explains some things could be changed to make the experimental design more reliable. | The variables results are unclear, as are any connections. Student does not address what could be changed to make the experimental design more reliable. | There is no relevant analysis or conclusion drawn. |
| **Writing /Grammar (10%)** | All writing in project is grammatically correct and spelled correctly. Choice of words is used in a meaningful way to enhance understanding for the reader. | All writing in project is grammatically correct and spelled correctly. | Most writing in project is grammatically correct and spelled correctly. | Some writing in project is grammatically correct and spelled correctly. | No writing in project is grammatically correct and spelled correctly. |